

Discipline: Theatre Strand: Create

Concept #1: Collaboration	Grade(s) and/or Skill Level:
Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to form theatrical art.	<p>Foundation PO 1. Demonstrate respect for others' opinions by respectfully listening.</p> <p>PO 2. Cooperate in the dramatic process.</p> <p>PO 3. Demonstrate the ability to negotiate and to compromise while coming to consensus in the dramatic process.</p> <p>Essential PO 4. Collaborate to create a scenario/script.</p> <p>PO 5. Collaborate to design and choose the environmental elements for a scenario/script.</p> <p>PO 6. Collaborate in the rehearsal process.</p> <p>PO 7. Collaborate in informal performances.</p> <p>Proficient PO 8. Collaborate to create a documented script.</p> <p>PO 9. Collaborate in the formal performance.</p>

Discipline: Theatre Strand : Relate

Concept #1: Collaboration	Grade(s) and/or Skill Level:
Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to form theatrical art.	<p>Foundation PO 1. Describe/ illustrate and implement how the use of collaboration affects daily life and different environments.</p> <p>Essential PO 2. Identify social issues that promote or impede the collaborative process.</p> <p>PO 3. Discuss and implement the skills that address the social issues in the collaborative process in an informal production and other school related projects (e.g. accept leader, follower roles, how to negotiate differences of ideas).</p> <p>PO 4. Discuss how theatre skills can benefit other life skill areas.</p> <p>Proficient PO 5. Apply the skills that address the social issues in the collaborative process in formal productions (e.g. accept leader, follower roles, negotiate differences of concepts) and relate to the skills needed in the professional world.</p>

Discipline: Theatre Strand : Evaluate

Concept #1: Collaboration	Grade(s) and/or Skill Level:
Concept Definition: Collaboration includes working	<p>Foundation PO 1. Demonstrate sensitivity to the strengths and weaknesses of others in the group.</p> <p>Essential</p>

jointly, cooperating, negotiating, and articulating ideas to form theatrical art.	<p>PO 2. Model and use appropriate ways to give, take and use constructive criticism.</p> <p>Proficient</p> <p>PO 3. Implement suggestions ideas/concepts generated in the collaborative process.</p> <p>PO 4. Critique positive and negative outcomes of the collaborative process in a constructive manner.</p>
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Discipline: Theatre Strand: Create

Concept #2: Acting	Grade(s) and/or Skill Level:
Concept Definition: Acting is the art or process of representing a character in the classroom, on stage or other media.	<p>Foundation</p> <p>PO 1. Sustain a pretend scene using appropriate language or movement with the teacher role playing or giving clues. (e.g. from literature or students' personal experiences)</p> <p>PO 2. Imagine and clearly describe characters, their relationships, what they want and why. (e.g. through variations of movement and gesture, vocal pitch, volume and tempo)</p> <p>Essential</p> <p>PO 3. Demonstrate mental and physical attributes required to communicate characters different from themselves (e.g. concentration, sense recall, ability to remember lines and cues, breath and vocal control, body alignment, flexibility, and coordination).</p>

	<p>PO 4. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature and history)</p> <p>Proficient</p> <p>PO 5. Compare and demonstrate various acting techniques and methods (e.g. stage, on-camera, film), individually or in an ensemble, to create and sustain characters that communicate with audiences in formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 6. Work individually and in an ensemble to create characters for theatre and/or other media productions. (e.g. for classical, contemporary, realistic, and non-realistic improvisations and scripted plays.)</p>
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Discipline: Theatre Strand: Relate

Concept #2: Acting	Grade(s) and/or Skill Level:
Concept Definition: Acting is the art or process of representing a character in the classroom, on stage or other media.	<p>Foundation</p> <p>PO 1. Research a variety of sources to enrich understanding of characters in classroom dramatizations (e.g. library books, family information, pictures).</p> <p>PO 2. Demonstrate how interrelated conditions influence the characters and stories in formal and informal theatre, film/videos, and electronic media productions.</p> <p>PO 3. Describe how the characters in a situation might be similar to or different from a real life experience.</p> <p>PO 4. Infer a character's motivations and emotions and predict future action.</p>

	<p>Essential</p> <p>PO 5. Given a dramatic text, analyze the physical, emotional and social dimensions of characters.</p> <p>PO 6. Given a theatre presentation, film/video, or electronic media production, analyze the physical, emotional and social dimensions of characters.</p> <p>PO 7. Analyze the emotional and social impact (e.g. historical and contemporary) of performances in their lives and the lives of others.</p> <p>PO 8. Using self evaluation and reflection, determine the influences of creative work on the individual and his/her community.</p> <p>Proficient</p> <p>PO 9. Interpret characters representing various historical periods and cultures revealing similar needs and motivations and apply the conditions of their time and place.</p> <p>PO 10. Explain how one's own behavior might change in response to a performance (e.g., drugs or alcohol abuse, criminal behavior, friendship or family relationships).</p> <p>PO 11. Research, analyze and present career options in theatre, film and/or other media.</p>
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Discipline: Theatre Strand : Evaluate

Concept #2: Acting	Grade(s) and/or Skill Level:
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<p>Concept Definition: Acting is the art or process of representing a character in the classroom, on stage or other media.</p>	<p>Foundation PO 1. Describe the believable actions and dialogue of improvised characters in classroom scenes.</p> <p>Essential PO 2. Describe physical and vocal attributes appropriate to the characters in the play in class and professional performances.</p> <p>PO 3. Describe physical concentration and character interaction that advance the plot in class and professional performances.</p> <p>PO 4. Evaluate a role by responding, and deconstructing deeper meaning of the text and character.</p> <p>Proficient PO 5. Develop criteria for evaluating formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 6. Using developed criteria, evaluate formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 7. Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.</p> <p>PO 8. Assess the different careers, evaluate and reflect on the probability of personal choices as a theatre, film or other media professional.</p>
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Discipline: Theatre Strand : Create

Concept #3: Technical Theater/Design	Grade(s) and/or Skill Level:
Concept Definition: Technical theatre uses practical knowledge of design a mechanical techniques based on elements necessary for visual, aural, and tactile aspects of production.	<p>Foundation</p> <p>PO 1. Describe and/or document the setting/environment of a story to be dramatized. (e.g. through words, drawings, technical elements)</p> <p>PO 2. Illustrate the use of line, shape, texture, color, space, and balance, to represent the environment of a story.</p> <p>PO 3. Establish a playing space and an audience space.</p> <p>PO 4. Select/document/arrange materials to create the setting/environment of the story to be dramatized. (e.g. props, furniture, costumes, sound)</p> <p>Essential</p> <p>PO 5. Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up.</p> <p>PO6. Use standard procedures to efficiently and safely operate technical aspects of formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 7. Use available art materials, tools, and/or stock scenery to create and convey props and/or setting.</p> <p>PO 8. Use available lighting and/or sound sources to enhance the formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 9. Develop designs that use visual and aural elements to convey</p>

	<p>environments that clearly support the text.</p> <p>PO 10. Create costume drawings and/or make-up charts.</p> <p>PO 11. Create floor plans and props.</p> <p>PO 12. Create sound effects/elements.</p> <p>PO 13. Develop technical designs based on musical and visual art principles that meet the requirements of the dramatic work, film/video, and electronic media productions.</p> <p>.</p> <p>Proficient</p> <p>PO 14. Implement theatre etiquette in rehearsal and production settings.</p> <p>PO 15. Design original costume renderings and make-up charts from a variety of dramatic works.</p> <p>PO 16. Design original ground plans and set design elements from a variety of dramatic works.</p> <p>PO 17. Design an original lighting plot from a variety of dramatic works.</p> <p>PO 18. Design an original sound plot from a variety of dramatic works.</p> <p>PO 19. Execute the duties and responsibilities of a crew head and/or crew member to stage a variety of dramatic works.</p> <p>PO 20. Create and reliably implement production schedules, stage management plans, promotional ideas and business front-of-house procedures for theatre, film/video, and electronic media productions.</p> <p>PO 21. Collaborate with directors to develop concepts that convey the metaphorical nature of the drama for theatre, film/video, and electronic media</p>
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	<p>productions.</p> <p>PO 22. Design and/or implement technical elements for theatre, film/video, and electronic media productions based on designs from a concept and collaboration with a Director.</p> <p>PO 23 Incorporate the use of technological advances in theatre and other disciplines in creating formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 24. Identify and apply the functions and relationships of management in the theatre field.</p> <p>PO 25. Perform management skills to support the production process.</p> <p>PO 26. Develop and sustain a portfolio of best works that illuminate and reflect your growth, knowledge and skills as a theatrical designer.</p>
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Discipline: Theatre Strand: Relate

Concept #3: Technical Theatre/Design	Grade(s) and/or Skill Level:
Concept Definition: Technical theatre uses practical knowledge of design and mechanical techniques based on elements necessary	<p>Foundation</p> <p>PO 1. Identify and explain the historical and cultural influences on the visual/aural elements from a variety works for dramatizations (e.g. fairy tales, books, plays).</p> <p>PO 2. Compare and contrast the historical and cultural influences on the setting/environment in a variety stories used for dramatization.</p>

for visual, aural, and tactile aspects of production.	<p>Essential</p> <p>PO 3. Analyze a variety of dramatic works for artistic and technical requirements through historical and cultural influences.</p> <p>PO 4. Research historical and cultural influences from a variety of resources (e.g. text, library, artifact, internet etc) to implement with credible design choices.</p> <p>PO 5. Compare and contrast the roles of theatre, film/television and electronic media productions in the past and the present.</p> <p>Proficient</p> <p>PO 6. Research, justify and illustrate historical, cultural, and symbolic images/sound choices to interpret a variety of dramatic works for productions.</p> <p>PO 7. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.</p> <p>PO 8. Research and describe appropriate historical and contemporary production designs from a variety of dramatic works for formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 9. Identify and explain the effect technological and scientific advances have had on design and production in theatre, film/videos, and electronic media productions.</p> <p>PO 10. Execute the duties and responsibilities of a dramaturge. (define)</p> <p>PO 11. Research, analyze and present technical career options in theatre, film/video, and electronic media productions.</p> <p>.</p>
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Discipline: Theatre Strand: Evaluate

Concept #3: Technical Theatre/Design	Grade(s) and/or Skill Level:
Concept Definition: Technical theatre uses practical knowledge of design and mechanical techniques based on elements necessary for visual, aural, and tactile aspects of production.	<p>Foundation</p> <p>PO 1. Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes, informal or formal productions.</p> <p>PO 2. Evaluate how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story.</p> <p>PO 3. Evaluate the environment of setting, lights, sound costumes and props of a variety of performed dramatic works to determine the mood and meaning of the story.</p> <p>Essential</p> <p>PO 4. Develop criteria to evaluate technical elements for formal and informal theatre, film/video, and electronic media productions.</p> <p>PO 5. Evaluate how the historical and cultural influences of technical elements affect a variety of performed dramatic works.</p> <p>PO 6. Evaluate and interpret technical elements of a variety of performed dramatic works including theatre, film/video, and electronic media productions.</p> <p>Proficient</p> <p>PO 7. Evaluate their own and their peers usage of theatre etiquette.</p> <p>PO 8. Develop and use criteria to evaluate technical designs. (e.g. their own, peers, professionals etc)</p>

	<p>PO 9. Evaluate their own and their peers execution of duties and responsibilities on a technical crew.</p> <p>PO 10. Evaluate the implementation of production schedules, stage management plans, promotional ideas and business front-of-house procedures for theatre, film/video, and/or electronic media productions.</p> <p>PO 11. Evaluate the collaboration process with directors to develop concepts that convey the metaphorical nature of the drama for theatre, film/video, and electronic media productions.</p> <p>PO 12. Evaluate the technical design elements for formal and informal theatre, film/video, and electronic media productions based on concept and collaboration with the director.</p> <p>PO 13. Assess the different careers and evaluate the probability of personal choice as a professional in theatre, film/video, and electronic media productions.</p>
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Discipline: Theatre Strand : Create

<p>Concept #4: Playwriting ***</p>	<p>Grade(s) and/or Skill Level:</p>
<p>Concept Definition: Playwriting is the process of devising, improvising,</p>	<p>Foundation PO 1. Identify various sources for theatrical work. (e.g. books, family stories nature, imagination, paintings, poetry)</p>

developing, writing, and revising original written work for stage and other media.	<p>PO 2. Retell and discuss a story including theme, setting, time, plot, and physical descriptions of the characters.</p> <p>PO 3. Improvise by imitating life experiences, knowledge of literature, social issues and/or historical situations, and create imaginary scenes which include characters, setting and plot structure.</p> <p>PO 4. Create original brief stories including theme, plot, character, and dialogue using improvisation enact them.</p> <p>Essential</p> <p>PO 5. Dramatize and document scenes using a variety of conflicts to create resolution to the story.</p> <p>PO 6. Dramatize and document scenes using a variety of characters to develop a dialogue.</p> <p>PO 7. Dramatize and document, both individually and in groups, scenarios that develop theme, plot, conflict and dialogue.</p> <p>Proficient</p> <p>PO 8. Develop and document characters through dialogue that reflect the required elements of the playwriting structure.</p> <p>PO 9. Use collaboration among playwright, actors, director and designers to develop, rewrite, and finalize scripts for formal and informal theatre, film/video, and electronic media productions.</p> <p>.</p>
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Discipline: Theatre Strand: Relate

Concept #4: Playwriting	Grade(s) and/or Skill Level:
Concept Definition: Playwriting is the process of devising, improvising, developing, writing, and revising original written work for stage and other media.	<p>Foundation</p> <p>PO 1. Read and analyze stories and plays from a variety of cultures and historical periods to determine the essential elements in playwriting. (e.g. theme, plot, conflict, resolution, characters, author intent...)</p> <p>PO 2. Research a variety of sources to enrich understanding of the characters.</p> <p>PO 3. Infer a character's motivation and emotions to predict future action or the resolution to a conflict in the story.</p> <p>PO 4. Discuss story themes, plot, characters, dialogue and actions and how they compare/contrast to life situations.</p> <p>Essential</p> <p>PO 5. Demonstrate how interrelated conditions influence the characters, stories, genres and styles in the in theatre, formal and informal theatre, film/video, and electronic media productions from various cultural and historical periods.</p> <p>PO 6. Research plays and/or multi-media scripts (e.g. film, video, electronic media) to analyze the effect of historical, social and cultural circumstances on the play's elements and structure.</p> <p>PO 7. Apply research to the process of documenting theme, plot, character and environmental circumstances for presentation.</p> <p>PO 8. Compare how similar themes are treated in drama of different genres</p>

	<p>and styles from various cultural and historical periods.</p> <p>Proficient PO 9. Write a justification of theme using comparisons, historical perspectives, and author intent for a script.</p> <p>PO 10. Compare and contrast a variety of play, film/video, and electronic media genres in written and/or oral presentation.</p>
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Discipline: Theatre Strand : Evaluate

Concept #4: Playwriting	Grade(s) and/or Skill Level:
Concept Definition: Playwriting is the process of devising, improvising, developing, writing, and revising original written work for stage and other media.	<p>Foundation PO 1. Describe how plot, character, and environment are related to their personal dramas and in plays, film/video, and electronic media.</p> <p>Essential PO 2. Develop a criterion to analyze, interpret and evaluate play elements, structure and language.</p> <p>PO 3. Use developed criterion to analyze a variety of dramatic works (e.g. formal and informal theatre, film/video, and electronic media productions) according to style, genre, dramatic elements, and characters.</p> <p>Proficient PO 4. Analyze and evaluate personal work, the work of others and dramatic texts.</p> <p>PO 5. Analyze and evaluate constructive criticism about personal work,</p>

	explaining which points are appropriate for further development of the work.
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Discipline: Theatre Strand: Create

Concept #5: Directing	Grade(s) and/or Skill Level:
Concept Definition: Directing is the process of conceptualizing, leading, and organizing a collaborative process with the intent of performance for stage or other media.	<p>Foundation PO 1. Lead class warm ups.</p> <p>PO 2. Make directorial decisions about group work and informal dramatic presentations (e.g. including movement, voice, etc.).</p> <p>Essential PO 3. Analyze dramatic text to develop an informal performance from dramatic text (e.g. folktale, myths, poetry, narrative, monologue, scene, play etc) describing character motivations, structure of the story, and the role of the environment in the story.</p> <p>PO 4. Lead small groups in planning a scene and rehearsing the scene for in-class performance.</p> <p>PO 5. Cast actors, lead discussion about theme, rehearse dramatic text and present/perform.</p> <p>Proficient PO 6. Analyze dramatic text to develop a directorial concept. (Define)</p> <p>PO 7. Conduct auditions.</p>

	<p>PO 8. Collaborate, as a director, with designers and actors to develop aesthetically unified production concepts for formal and informal theatre, film/video, and electronic media productions..</p> <p>PO 9. Conduct rehearsals demonstrating a variety of directorial methods (define) leading to a public or filmed performance.</p>
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Discipline: Theatre Strand: Relate

Concept #5: Directing	Grade(s) and/or Skill Level:
Concept Definition: Directing is the process of conceptualizing, leading, and organizing a collaborative process with the intent of performance for stage or other media.	<p>Foundation</p> <p>PO 1. Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.</p> <p>PO 2. Using a variety of sources (e.g. pictures, music, poetry, texts, library, artifacts etc) research the characters, story, and environment for a dramatization.</p> <p>PO 3. Evaluate the research materials for appropriateness and usefulness to support character, story development and design.</p> <p>PO 4. Identify and explain the roles of the different artists in theatre (playwright, actor, designer/technician, director).</p> <p>Essential</p> <p>PO 5. Research and use cultural, historical and symbolic clues to develop an interpretation for visual sound/aural production choices.</p> <p>PO 6. Present selected information from research to the ensemble to support the production process.</p>

	<p>Proficient</p> <p>PO 7. Research the playwright, past performances and current issues to develop a concept for informal and formal presentations.</p> <p>PO 8. Identify and compare the lives, works and influences of representative theatre artists in several cultures and historical periods. (multicultural/multiethnic, classical, modern, contemporary)</p> <p>PO 9. Identify and compare various directorial philosophies, methods and processes.</p> <p>PO 10. Research, analyze and present career options for directors in theatre, film/video, and electronic media productions.</p>
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Discipline: Theatre Strand: Evaluate

Concept #5: Directing	Grade(s) and/or Skill Level:
Concept Definition: Directing is the process of conceptualizing, leading, and organizing a collaborative process with the intent of performance for stage or other media.	<p>Foundation</p> <p>PO 1. Explain and justify the basic elements of a dramatic text (e.g. problem/solution, beginning, middle and end, characters and environment) and performance essentials (e.g. visibility and audibility of actors, appropriateness of setting).</p> <p>PO 2. Explain and justify personal preferences for specific elements and/or moments in dramatizations.</p> <p>Essential</p> <p>PO 3. Explain and justify personal criteria for evaluating the basic elements of text, acting, and production values in their work and the work of others.</p> <p>Proficient</p>

	<p>PO 4. Develop criteria for analyzing and evaluating the script, acting design, and direction, as a unified production based on artistic choices in traditional theatre, film/video, and electronic media productions.</p> <p>PO 5. Using developed criteria, evaluate the directorial process.</p> <p>PO 6. Using self-reflecting practices, determine the influences of directorial work on the individual and his/her community.</p> <p>PO 7. Assess the different careers and evaluate the probability of personal choice as a theatre, film/video, or electronic media director.</p>
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Discipline: Theatre Strand: Create

Concept #6: Perception	Grade(s) and/or Skill Level:
<p>Concept Definition: Artist perception incorporates the awareness of elements of the environment through physical sensations and interpretations of an experience for dramatic work. Audience perception incorporates the awareness of the</p>	<p>Foundation PO 1. Describe or illustrate recalled sensory experiences.</p> <p>Essential PO 2. Communicate sensory images through movement, vocal, visual, or written expression.</p> <p>Proficient PO 3. Demonstrate the use of observation from nature, society or research as a means to enhance script writing, performance or design.</p> <p>PO 4. Use sensory recall as a Director, Actor or Designer to create a production concept and a unified production.</p>

entire dramatic event.	
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Discipline: Theatre Strand: Relate

Concept #6: Perception	Grade(s) and/or Skill Level:
Concept Definition: Artist perception incorporates the awareness of elements of the environment through physical sensations and interpretations of an experience for dramatic work. Audience perception incorporates the awareness of the entire dramatic event.	Foundation PO 1. Identify current and historical periods and cultures in dramatic scenes, scripts, informal and formal productions. PO 2. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media. PO 3. Describe the role of theatre and media productions in their lives and the lives of others. Essential PO 4. Analyze the effects of their own cultural experiences on their dramatic work. PO 5. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation, and theatre or other media production. Proficient PO 6. Analyze the effect of theatre and media on the mores and politics of current and past cultures.

Discipline: Theatre Strand: Evaluate

Concept #6: Perception	Grade(s) and/or Skill Level:
Concept Definition: Artist perception incorporates the awareness of elements of the environment through physical sensations and interpretations of an experience for dramatic work. Audience perception incorporates the awareness of the entire dramatic event.	<p>Foundation PO 1. Demonstrate attentive audience behavior.</p> <p>PO 2. Describe the effect of audience behavior on performers in classroom and formal presentations.</p> <p>PO 3. Identify by genre a dramatic concept, script, classroom or formal production.</p> <p>PO 4. Identify and describe the characters, environment and story elements in a variety of written and performed events.</p> <p>PO 5. Articulate their perception of performance and production elements they enjoyed.</p> <p>PO 6. Articulate and justify, with examples, the meaning they construct from a dramatic text or performance relating to their daily life.</p> <p>Essential PO 7. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre or media productions.</p> <p>PO 8. Use their criteria to interpret dramatic text and performances in an organized oral or written presentation.</p> <p>Proficient PO 9. Describe and analyze the effect of publicity, study guides, programs and physical environment on audience response and appreciation of dramatic productions.</p> <p>PO 10. Identify and explain symbols and deconstruct social and literary illusions in text and</p>

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	<p>productions, and report in an organized and/or written presentation.</p> <p>PO 11. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues and report in an organized oral or written presentation.</p> <p>PO 12. Analyze the development of dramatic forms, production practices, and theatrical theatre, film/video, and electronic media productions and report in an organized oral or written presentation.</p>
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